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MALE BLACK COLLEGE STUDENTS: THEIR VIEWS OF THE NAVY AND CHARAC--ETC(U)
NOV 80 J B MAYAS, M O SMITH-WAISON N00123-77-C-1140

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**NAVY PERSONNEL RESEARCH
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San Diego, California 92152**

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**MALE BLACK COLLEGE STUDENTS: THEIR VIEWS OF
THE NAVY AND CHARACTERISTICS OF A NAVY CAREER**

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FOREWORD

This research and development was conducted under contract N00123-77-C-1140 with Lawrence Johnson and Associates, Inc. It was initiated at the request of the Special Assistant to the Chief of Naval Personnel for Equal Opportunity, and was jointly funded by the Chief of Naval Personnel (Pers-65) and Exploratory Development Work Unit ZF63-521-021-03.03, Personnel Assimilation and Supervision. Its primary purpose was to determine if the Navy's marginal success in attracting talented blacks to officer accession programs can be attributed to a poor image projected by the Navy. Data were collected by means of a questionnaire that was administered at 12 colleges or universities during the spring semester of 1978.

Appreciation is extended to the officials and liaison officers at the educational institutions where the survey questionnaires were administered and to those individuals who assisted during data collection activities.

The contracting officer's technical representative was Patricia J. Thomas.

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SUMMARY

Problem

→ In spite of active recruitment campaigns, the Navy continues to have proportionately fewer black officers than do other branches of the military. This may indicate that blacks hold a poor image of the Navy.

Purpose

The purpose of this effort was to determine how black college males perceive the Navy and Navy careers.

Approach

A survey questionnaire was administered to 1233 undergraduate males (904 blacks and 329 whites) at 12 colleges and/or universities in the southeastern and southwestern United States. Half of the institutions were predominantly black and half were predominantly white. Half had NROTC units and half did not. The questionnaire included items designed to assess how subjects felt about the various services, information sources, job or career aspects, and aspects of military careers.

Respondents' views of the Navy and of other services were measured in two ways. The first measure consisted of responses to the item asking them to rate their feelings about each of the services. The second measure was a composite of responses to items on desirable and undesirable aspects of a military career. Finally, two three-way analyses of variance were conducted to test the effects of the three independent variables: (1) the presence of an NROTC program on campus, (2) the predominant race at the institution, and (3) respondent race.

Results

1. The Air Force was rated highest by black respondents, followed by the Navy, Coast Guard, Army, and Marine Corps. Further, respondents rated the Air Force as having the greatest number of desirable career features, followed by the Army, Navy, Coast Guard, and Marine Corps.

2. Both black and white respondents reported that television and radio advertisements, news reports of military activities and incidents, veterans, and military recruiters contributed most to the way they think and feel about the Navy. Also, both groups reported that military literature and billboards, nonveteran friends, and school counselors, in that order, conveyed the most positive sentiments about the Navy.

3. Significantly more blacks than whites believed that "affirmative action programs broaden the opportunities for success for both majority and minority officers" in the Navy. Also, respondents' perceptions of the relative success of affirmative action activities were significantly related to both overall attitude toward the Navy and aspects of Navy life.

4. The results of the ANOVAs showed that (a) blacks were significantly less positive toward the Navy and Navy career aspects than were whites, and (b) significant differences existed between students attending institutions with NROTC programs and those attending institutions without NROTC programs.

Conclusions

1. The experiences associated with an NROTC program results in information exchange that enhances the perceived value of a career as a naval officer.
2. Effective affirmative action policies appear to be strongly related to career orientations toward the Navy.

Recommendations

1. Existing NROTC programs at institutions with high minority representation in the student body should be strengthened and their visibility increased. This should include conducting minority-oriented campaigns to highlight opportunities at these institutions.
2. The number of NROTC programs should be increased in institutions with proportionately high black enrollments.
3. Because of the important role that television and radio advertisements play in contributing to the image of the Navy formed by blacks, the Navy's mass media campaign directed at blacks should be continued, or even increased. It should be concentrated in the electronic media and focus on the positive aspects of a career as a naval officer, as well as on the Navy's affirmative action policies.

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INTRODUCTION

Problem

The Department of the Navy's Affirmative Action Plan (AAP) was designed to counteract institutional discrimination that historically has barred minorities from equal opportunity in the service. This plan directs many affirmative actions, including those that examine and remediate policies and practices that will improve maldistribution patterns for minorities and women in recruiting, training, assignment, utilization, evaluation, recognition, promotion, discipline, and separation. In spite of its active campaign to achieve affirmative action goals, the Navy lags behind other service branches in its minority participation accomplishments.

One significant factor that may play a role in the effectiveness of affirmative action and equal opportunity efforts is the Navy's image among minorities. Accepting the premise that attitude and orientation are strong determinants of behavior, it may be inferred that the perception of the Navy held by whites, blacks, and other groups will determine their response to the Navy. In essence, variations in behavior may be reflections of variations in perception.

The image held by an individual or group grows out of the conscious and unconscious assembly of various information elements. Sources for these elements include personal experiences, experiences related by others, media coverage, Navy recruitment efforts, rumors, legends, and documented historical facts. This collage structures cognitive and emotional responses that, in turn, influence the development of an image. Within these cognitive and emotional responses are intervening variables that may be inferred from individual or group knowledge of attitudes toward, and opinions about, Navy careers in general, and the Navy Reserve Officers Training Corps (NROTC) in particular.

Background

Blacks have played important roles in the history of the U.S. Navy. During the Revolutionary War, a number of slaves that had been emancipated and enlisted into the Navy as seamen and gunners were recognized for their bravery. Eight black sailors were awarded the Congressional Medal of Honor during the period between 1863-1898. During this period, blacks held positive images of the military, considering it the "way out" of poverty. These perceptions changed, however, toward the end of World War I. LCDR Dennis D. Nelson, a retired black naval officer, writes:

From Revolutionary War days and until the latter years of World War I, the United States Navy had no definite policy of separation and segregation . . . Negroes . . . served in all ratings Not until the post-war period of World War I did the Navy begin to show any obvious preference or partiality (i.e., officially sanctioned discrimination) in its treatment and utilization of Negro personnel (Nelson, 1951, p. 30).

Black sailors were increasingly restricted to the messmen's branch after the Civil War when the Navy's requirements for manpower were reduced. In 1903, the national press widely circulated a story that the Navy had decided not to enlist any more blacks and that those already in the Navy would be gradually "mustered out" of the service. The story stated that: "In the opinion of many naval officials, discipline and efficiency would be greatly improved by the elimination of black sailors" (Foner, 1974, p. 104). This criticism was not directed toward the quality of performance of black sailors. Rather, it referred to the growing resentment of white sailors who were either forced to work under blacks or in close proximity to blacks aboard ship.

The plan ultimately adopted to quell white opposition to blacks was to develop a segregated messman's branch and to discourage blacks from enlisting in other sectors of the Navy. Newspapers criticized the Navy's efforts at abolishing black sailors from its ranks. The image of the Navy held by blacks was, at this period, quite low, according to those news articles. The black community found it difficult, if not impossible, to understand why the Navy had implemented this segregation policy.

This policy continued unabated until World War II. Blacks, with few exceptions, were prevented from serving in the Navy except as cooks or stewards. A myriad of complaints by the National Association for the Advancement of Colored People (NAACP) and investigations by concerned military and civilian committees had little impact on this practice. Because of the urgent need for manpower in World War II, however, the Navy was compelled to reduce discrimination and remedy some of the indignities suffered by black sailors.

The actual recruiting of blacks in the Navy began in 1942. The Secretary of the Navy, however, made it clear that these enlistees would be trained in separate camps and schools and grouped in segregated units. They were not to be assigned to seagoing combat vessels, except as messmen. Some assignments included duty in harbor craft, construction crews, and labor battalions. The organization of all-black construction and labor battalions resulted in mass protests. Foner (1974) reported that critics in the liberal white and black communities observed that "blacks in the Navy had swapped the waiter's apron for the stevedore's hook" (p. 168).

Nevertheless, changes were beginning to take place, gradually improving conditions of black sailors. By 1945, 90 percent of the blacks were messmen. Some of them received the Navy Cross and other awards for gallantry during World War II. For example, Doris "Dorie" Miller, a Mess Attendant Second Class on the USS WEST VIRGINIA, received the Navy Cross and became a symbol of courage and identity for the black community. His recognized heroism in saving the life of a wounded machine gunner and in single-handedly shooting down four attacking Japanese planes began a new era in improved respect for the Navy by blacks.

The treatment of black sailors continued to improve toward the end of World War II. These positive changes were followed by changes in attitudes held by black leaders, the black press, and the NAACP.

In July 1948, President Truman issued Executive Order 9981, which banned color bias in the Armed Services (Shaw & Donnelly, 1975). The President's Committee on Equity of Treatment and Opportunity in the Armed Services was formed to implement Executive Order 9981. In response to this committee's review of the status of blacks, the Navy agreed to extend its policy of integration begun in the closing months of World War II. In less than 1 year, Navy officials concluded that "racial tolerance is spreading and it is only a question of time until it will no longer present a problem within the Navy."¹

The first major test of the armed services' desegregation efforts occurred during the Korean Conflict when Project Clean was devised to study their impact, using Army troops as subjects (Bogant, 1969). Researchers found that black soldiers performed better in integrated units than they did in segregated units, and concluded that unit effectiveness is

¹Memorandum, The Secretary of the Navy to the Chairman of the Personnel Policy Board, 22 December 1949. PPB 291.2, NARG 330.

limited by racial segregation and enhanced by integration. For high-ranking military officers, "Project Clean ended most of the remaining opposition to integration" (Dalfiume, 1969). Although this research concerned Army troops, the Department of Defense considered that many of the findings also applied to the Navy.

The desegregation of black sailors during the 1950s and early 1960s resulted in heightened support among members of the black community. Foner (1974) observed:

During the mid-1960s, most black military personnel and civilians had a decidedly favorable opinion of the armed forces. They considered the military establishment the most completely integrated segment of American society and the one that provided the best career opportunity for black men (p. 204).

One indication of the support given the Navy by blacks was their reenlistment rate, which was at least twice as high as that of whites.

During the early stages of the Vietnam War, correspondents for newspapers, television, and magazines reported on the high performance of blacks and the harmonious relationships between blacks and whites in the field (Johnson, 1968). It was reported that blacks in Vietnam did not resent the draft and did not feel that they were disproportionately overrepresented in the front lines. Along with most of the black soldiers in the Korean Conflict, blacks in Vietnam reportedly did not believe that the civil rights problems in the states affected their role in a war. Moreover, they tended to embrace a nonviolent posture on civil rights issues.

These relatively positive views changed radically in the late 1960s and early 1970s when civil rights organizations actively joined the antiwar movement. Black leaders criticized the war effort for depleting human resources, killing off large number of young black males, and undermining the stability of the black family. Black youths no longer felt that the military provided more opportunities for advancement and fulfillment than did private industry. The experiences and frustrations of former GIs quickly spread throughout the black community, providing little hope for young career aspirants.

The impact of the black power movement of the 1960s was felt within the armed forces as well as the civilian sector. Blacks in the military during this period espoused a greater sense of black consciousness (positive attitudes, awareness, and pride). They demanded official recognition of black culture and life style, and refused to passively accept acts of discrimination or racist behavior in their military life. Charges of discrimination were made in areas of recruitment, entry level testing, unfair job assignments, job mobility, military justice, and prejudicial punishment. The media, particularly black-oriented newspapers and magazines, gave widespread coverage to blacks' discontent with the armed services, as reflected by black protests and antiwar demonstrations.

As a partial response to the issues raised within the services and increasingly echoed in the press, a number of remedial steps were taken within the services. Race relations classes, rap sessions, and increased minority recruitment efforts for officer training programs were initiated. The first Navy ROTC program at a black college was established in 1968 at Prairie View A&M College (Lelyveld, 1970). Two years later, Admiral Elmo Zumwalt, Jr., then Chief of Naval Operations, liberalized dress and hair style codes (Middleton, 1972a). This action reflected the response of the military to black members' demands for recognition and respect of their cultural backgrounds and life styles. During his tenure, Admiral Zumwalt convened study groups of black officers and

enlisted men to make senior personnel aware of areas of potential racial conflict. Directives specifying changes in minority treatment, new recruitment slogans appealing to black civilians, a sizeable increase in the recruitment effort, and updated training programs for enlisted minorities were an integral part of Admiral Zumwalt's overall plan to significantly increase the participation of blacks in the Navy.

Since these efforts were not systematically and thoroughly implemented, however, they resulted in only modest improvements in relations between blacks and whites in the Navy. Many white officers were dissatisfied with what they considered to be "permissive" hair and dress codes that they felt were designed specifically for blacks (Navy Chief, 1972; Middleton, 1972b). Race relations groups would not regularly consult with black officers assigned to them until a crisis arose, and racial discrimination charges continued in areas of work assignments, promotions, disciplinary actions, and punitive discharges (Military Justice, 1972).

Probably the most damaging blow to the Navy's image among black civilians came with reports of race riots aboard three ships: USS KITTY HAWK (CV 63), USS CONSTELLATION (CV 64), and USS HASSAYAMPA (AO 145). After a clash between blacks and whites aboard KITTY HAWK that lasted for 15 hours, charges were brought against 25 persons, all of whom were black (Caldwell, 1972a; Sailors Describe, 1972; Inquiry to Study, 1972). Five days later, there was a racial clash aboard HASSAYAMPA that resulted in the injury of 4 whites and the detention of 11 blacks (Four White Navy Men, 1972; Holles, 1972a; Caldwell, 1972b). Finally, on CONSTELLATION, 137 crewmen staged a sit-in, protesting what they called "calculated racism" and ill treatment of blacks. On 11 November 1972, these crewmen were beached for disciplinary action; 129 of them refused to return to the ship.

These conflicts were the subject of numerous newspaper reports (Forty-six Injured, 1972; More Details, 1972; Twenty-Five Blacks, 1972; Six Sailors, 1972; Holles, 1972b). The black community, led by members of the Congressional Black Caucus, began a public campaign to criticize "unfair" handling of the blacks involved in the riots (Ripley, 1972). The House Armed Services Committee refused to accept that the riots were caused by poor racial conditions and accused the Navy of a "collapse in discipline" (House of Representatives, 1973; Middleton, 1972c; Zumwalt Warns, 1972; Holles, 1972c).

As the Vietnam War came to a close, the American armed forces moved toward an all-volunteer system. This move put the military in direct competition with private industry, and forced increases in wages and improved military conditions as incentives for enlistments. Recruitment campaigns were stepped up again in order to attract blacks. Studies were conducted to assess what tools could be developed to increase recruitment effectiveness and predictions of minority success in job mobility. In one study (Thomas & Rimland, 1971), a vocational interest test was used in the recruiting process to identify high school males, particularly minorities, who would be interested in Navy-oriented fields. Also, students were rated by an interviewer regarding their attitudes toward applying to the Naval Academy. Of the 33 minority students included in the study, 5 either had applied, intended to apply, or had considered applying to the Naval Academy; 7 had never considered the Academy but were interested. The other 21 were not interested--6 were afraid of the competition, 12 were skeptical, 2 were not willing to pursue a college education, and 1 was antimilitary. In a follow-up study, 28 of the 33 minority students were interviewed a second time. Results showed that 2 students had followed through on their applications, 1 was still planning to apply, 5 who had not considered the Academy previously were now interested, 11 were not applying but were not negative toward the NROTC program, 8 were still skeptical, and 1 was definitely not applying. None were antimilitary.

In cases where negative attitudes were expressed, it appeared that they were related to "assumed peer censure," perceived problems of adjustment to military life (loss of individual identity and regimentation), and/or negative parental feedback. Negative attitudes toward the Naval Academy or NROTC concerned the length of service (4 years of duty). In general, positive attitudes towards the military were associated with family military experience and exposure to strong high school ROTC programs. For the most part, it did not appear that the negative attitudes were based on any strong internal beliefs or deep-seated personal experiences.

It appears that blacks' perceptions of the Navy have varied according to the historical era. These images were largely a reflection of inconsistent naval policies and practices regarding the utilization of minorities. Thus, a better understanding of the sentiments of blacks and other minorities toward the Navy may provide insights for developing more refined recruitment techniques that effectively present the Navy's potential career value to young officer candidates.

Purpose

The purpose of this effort was to determine how black college males perceive the Navy and the possibility of a Navy career.

METHOD

Subjects

Subjects were 1233 male undergraduate students (904 black and 329 white) at 12 select colleges and universities in the southeastern and southwestern United States. As shown in Table 1, six of these institutions were predominantly black and six were predominantly white. Six had NROTC units; the other six had neither an NROTC unit nor military science course offerings.

Research Design

The research design used in this study pivoted on the inclusion of four historically black institutions with operational NROTC programs: Prairie View A&M University, Florida A&M University, Savannah State College, and Southern University (Nos. 2, 3, 4, and 6 in Table 1). These four institutions were considered "critical target schools."

Other institutions were selected based on such institutional factors as total student enrollment, geographic location, and substantive educational focus. In light of the limited scope of this effort, the location of the "critical target schools" served as the initial screen for other comparison institutions. Consequently, only candidate institutions from the states of Florida, Georgia, Louisiana, and Texas were examined.² Further, institutions were required to be fully accredited, coeducational, and supportive of a 4-year academic curriculum.

Although it was desirable to match black and white institutions as to gross enrollments as closely as possible, this could not be easily accomplished within the requirements of the research design. As a result, the two black institutions with no

²Howard University was also examined at the request of the sponsor.

Table 1

Institutions Included in the Research Design

Institution	NROTC		Total Sample	Percent of Total Sample
	Yes	No		
<u>Predominantly Black:</u>				
1. Howard University, Washington, D. C.	—	X	212	17.2
2. Prairie View A&M U., Prairie View, TX	X	—	126	10.2
3. Florida A&M U., Tallahassee, FL	X	—	92	7.5
4. Savannah State College, Savannah, GA	X	—	84	6.8
5. Albany State College, Albany, GA	—	X	72	5.9
6. Southern University, Baton Rouge, LA	X	—	54	4.4
Subtotal			640	52.0
<u>Predominantly White:</u>				
7. Texas Christian U., Fort Worth, TX	—	X	132	10.7
8. Georgia Institute of Technology Atlanta, GA	—	X	105	8.5
9. Texas A&M U., College Station, TX	X	—	104	8.4
10. Sam Houston State U., Huntsville, TX	—	X	100	8.1
11. Texas Southern U., Houston, TX	—	X	85	6.9
12. Georgia Southern College, Statesboro, GA	X	—	67	5.4
Subtotal			593	48.0
Total			1233	100.0

NROTC unit are small in size compared to the six white institutions. Although smaller, predominantly white schools could have been selected, such schools would not be likely to have adequate samples of black students.

The selection of relatively small black institutions did present difficulties in securing desired numbers of white enrollees. Size alone, however, did not appear to be the responsible element for this problem. Even the large black institutions often did not have enough white undergraduates enrolled to provide the number of white subjects initially desired.

The procedure for identifying and selecting subjects varied among the campuses, depending upon the flexibility afforded field staff by host institutions. For the most part, respondents were solicited in a nonsystematic random fashion in campus locations known to have high traffic volume of multidisciplinary students.

Survey Instrument

A four-section survey questionnaire was developed and administered to subjects to determine how they perceived the Navy and the possibility of a naval career. The questionnaire is provided in the appendix; the various sections are described in the following paragraphs.

1. Section I--Demographic Information. This section included eight items designed to obtain information about respondents' background and their interest in and experiences with NROTC.

2. Section II--Information Sources. Respondents were asked to indicate how different sets of information sources (e.g., the news media, social contacts) affected their attitude toward the Navy. Also, they were asked to indicate, on a 5-point scale, how they felt about each of the services, including the Coast Guard. Responses could range from "very negative" to "very positive."

3. Section III--Job or Career Aspects. Respondents were presented with a list of 26 job or career aspects (e.g., job security, good salary) and asked to indicate, on a 5-point scale, how desirable each aspect was to them in considering any job or career. Responses could range from "very undesirable" to "very desirable."

4. Section IV--Military Aspects. Respondents were presented with a list of 32 statements that could be descriptive of the military as a career (e.g., military officers are paid well for their work) and asked to indicate--on a 5-point scale--how much they agreed that each statement did apply to each of the services. Responses could range from "strongly disagree" to "strongly agree."

These statements described situations that could be construed as being socially desirable (D), undesirable (U), or of unknown or neutral (N) desirability in a military career. These statements are keyed according to their desirability classification in the appendix (pp. A-10--A-13).

Analyses

Respondents' views of the Navy and of the other services were measured in two ways. The first measure consisted of responses to the item asking respondents to rate their feelings about each of the various services (Section 2, Item 4). The second measure was a

composite of responses to several items in Section IV. As indicated previously, these items were statements that described several different aspects of military life as a career. As such, they afforded respondents an opportunity to profile each service against a common set of dimensions. In constructing the composite image index, only the desirable and undesirable items were used. Since the intent was to generate an index that would reflect the career appeal of each service, based upon its ascribed job-related features, the response values to the undesirable statements were reversed and added to those of the desirable statements. The result was a multidimensional index with a potential range of 25 to 125. The more positive a respondent's perception of a service officer career as being characterized by positive features, the higher the composite index value.

Also, two three-way analyses of variance (ANOVAs) were conducted to test the effects of the three independent variables: (1) the presence of an NROTC program on campus, (2) the predominant race of the institution, and (3) respondent race.

Hypotheses/Research Questions

The project was designed to address the following null hypotheses regarding the Navy's image as a function of the three independent variables:

1. There is no difference between the image blacks hold of the Navy and the image they hold of other services.
2. The image of the Navy held by blacks and whites does not differ.
3. The image of the Navy held by blacks at schools with NROTC programs does not differ from the image held by blacks at schools without NROTC programs.
4. The interaction between respondent race and the predominant race of an institution has no effect on the image students hold of the Navy.

Also, the following research questions were of interest:

1. The nature of the image that blacks hold of the Navy ROTC.
2. The information sources that contribute to blacks' image of the Navy.
3. The level of awareness among blacks of the Navy's affirmative action programs.
4. How awareness of affirmative action programs relates to the image blacks hold of the Navy.

RESULTS

Questionnaire Data

Demographic Data

Respondents' age ranged from 17 to 62, with an average age of 21. As to class range, 432 (34.3%) were freshmen; 278 (22.6%), sophomores; 279 (22.6%), juniors, and 227 (18.4%), seniors. Twenty-six (2.1%) did not respond to this item.

Ratings Given to Various Military Services and Characteristics of Military Life

Table 2 presents mean ratings given to the various military services and characteristics of military life by black respondents (N = 904). As shown, the Air Force received the highest rating, followed by the Navy, Coast Guard, Army, and Marine Corps. Respondents rated the Air Force significantly higher than they did the Navy. However, they rated the Navy significantly higher than they did the other services.

Table 2
Ratings Given the Various Military Services and Aspects
of Military Life by Black Respondents
(N = 904)

Mean Rating		
Navy	Other Services	t-test
Responses to Item Rating Various Services ^a		
3.27	3.76 (Air Force)	-11.38**
3.27	3.05 (Coast Guard)	4.98**
3.27	2.88 (Army)	7.77**
3.27	2.78 (Marine Corps)	9.32**
Composite Index Based on Statements on Aspects of Military Life ^b		
82.38	83.94 (Air Force)	-8.05**
82.38	82.78 (Army)	0.45
82.38	81.82 (Coast Guard)	2.68*
82.38	81.79 (Marine Corps)	2.70*

^aBased on responses made on a 5-point scale, where 1 = Very negative and 5 = Very positive (Item 4, A-6).

^bBased on composite index derived from responses to positive and negative statements, that could range from a low of 25 to a high of 125 (Section IV, A-10--13).

*p < .01.

**p < .001.

Perceptions of job aspects desirable in a military career followed similar patterns. Respondents rated the Air Force as having the greatest number of desirable career features, followed by the Army, Navy, Coast Guard, and Marine Corps. The composite index for the Air Force was significantly greater than that for the Navy, but, on the other hand, the index for the Navy was significantly higher than those for the Marine Corps and Coast Guard. The indices for the Navy and Army did not differ significantly. Based on

these findings, the hypothesis that there is no difference between the image blacks hold of the Navy and the image they hold of other services is rejected.

Table 3 provides mean ratings given by black and white respondents to influence of and sentiments conveyed by various information sources.

As shown, both black and white respondents reported that television and radio advertisements, news reports of military activities and incidents, veterans, and military recruiters contributed most significantly to the way they think and feel about the Navy. Blacks and whites order these information sources somewhat differently, however. Whites gave the highest rating of influence to news reports of military activities and incidents, followed by veterans, and television and radio advertisements. Blacks rate television and radio spots as most influential, followed by news reports of military activities, and military recruiters.

In regard to the sentiment toward the Navy conveyed by these information sources, both groups rated military literature and billboards, nonveteran friends, and school counselors, in that order, as conveying the most positive sentiments.

In one statement included in the composite index, respondents were asked to indicate the extent to which they agreed that "joining ROTC is a viable alternative, given the high level of civilian unemployment" (Item 32, A-13). Results of a t-test performed on responses showed that both blacks and whites moderately agreed with this statement relative to the Navy ($M = 3.33$ and 3.30 respectively; $t(1231) = -.38$).

In a second statement, respondents were asked to indicate the extent to which they believed that "Affirmative action programs broaden the opportunities for success for both majority and minority officers" (Item 5, A-10). Results of the t-test performed on responses to this item showed that significantly more blacks than whites agreed that this statement applied to the Navy ($M = 3.38$ and 3.12 respectively; $t(1231) = 3.94$; $p < .001$). While the amount of respondents' substantive knowledge about the Navy's affirmative action program is not known, it is clear that more blacks than whites feel that affirmative action activities do enhance opportunities in the Navy.

Finally, respondents' perceptions of the relative success of affirmative action activities in broadening opportunities with the Navy were significantly related to both overall attitude toward the Navy ($r = .18$; $N = 1233$; $p < .001$) and the composite Navy index ($r = .35$; $N = 1233$; $p < .001$). Since affirmative action plans often focus on career opportunity and mobility, and the composite Navy index focuses on job-related characteristics, it is significant that almost 12 percent of the variance in the composite index can be accounted for based on respondents' perceptions of the relative success of affirmative action programs. This relationship is stronger for blacks ($r = .38$; $N = 904$; $p < .001$) than for whites ($r = .29$; $N = 329$; $p < .001$).

Interactions of Independent Variables

Summaries of the two three-way ANOVAS performed to test the effects of the three independent variables are presented in Table 4. The first ANOVA tested the effects of the three independent variables on the measure of attitude toward the Navy. The summary of this analysis reveals a significant main effect for respondent race and a significant triple interaction effect for the three variables. The main effect resulted because, as shown in Table 5, whites were more positive toward the Navy than were blacks ($M = 3.51$ and 3.27 , respectively). The triple interaction reflects the multiple dependency across the other two factors and makes a direct interpretation very difficult.

Table 3

Ratings Given Influence of and Sentiments Conveyed by Various Information Sources

Information Source ^a	Black			White			Total		
	N	M	S.D.	N	M	S.D.	N	M	S.D.
Influence of Sources on Attitudes Toward the Navy ^b									
1. TV and radio spots	870	3.28	1.34	320	3.08	1.29	1190	3.23	1.33
2. News reports of military activities and incidents	871	3.15	1.33	318	3.27	1.27	1189	3.18	1.32
3. Veterans	882	3.05	1.42	318	3.11	1.41	1200	3.06	1.41
4. Military recruiters	883	3.07	1.49	317	2.71	1.49	1200	2.97	1.50
5. Military literature, billboards	869	3.02	1.35	321	2.61	1.27	1190	2.91	1.34
6. Movies, comic books, TV shows, fiction	861	2.89	1.46	317	2.62	1.37	1178	2.82	1.44
7. Texts or courses in military science, history, etc.	867	2.85	1.37	319	2.72	1.33	1186	2.82	1.36
8. Parents, brothers, sisters	882	2.55	1.56	320	2.85	1.56	1202	2.63	1.56
9. Newspaper ads	872	2.48	1.25	323	2.12	1.15	1195	2.38	1.23
10. School counselors	881	2.26	1.28	315	1.98	1.15	1196	2.19	1.25
11. Nonveteran friends	880	2.15	1.23	318	1.88	1.06	1198	2.08	1.19
Sentiments Conveyed Toward the Navy ^c									
1. Military literature, billboards	887	4.17	1.14	314	4.24	1.04	1201	4.18	1.12
2. Nonveteran friends	981	3.57	1.09	322	3.80	1.05	1213	3.63	1.08
3. School counselors	890	3.54	1.17	321	3.67	1.11	1211	3.57	1.16
4. TV and radio spots	888	3.53	1.12	318	3.38	1.11	1206	3.49	1.12
5. Movies, comic books, TV shows, fiction	891	3.28	1.13	317	3.63	1.07	1208	3.37	1.12
6. Parents, brothers, sisters	887	3.35	1.12	318	3.39	1.01	1205	3.36	1.09
7. Military recruiters	886	3.20	1.19	320	3.23	1.12	1206	3.21	1.17
8. News reports of military activities and incidents	888	3.12	0.97	315	3.19	0.79	1203	3.14	0.93
9. Veterans	887	3.12	1.17	321	3.01	1.13	1208	3.09	1.16
10. Newspapers ads	894	2.92	1.09	322	3.19	1.05	1216	2.99	1.09
11. Texts or courses in military science, history, etc.	892	2.89	1.03	323	2.81	0.89	1215	2.87	0.99

^aItems 1-3, A-4--5.^bBased on a 5-point scale, where 1 = Little or no contribution, and 5 = Highly significant contribution.^cBased on a 5-point scale, where 1 = Very negative, and 5 = Very positive.

Table 4
Summaries of ANOVAs Testing
Effects of Independent Variables

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Squares	F
Effect on Attitude Toward the Navy ^a				
Presence of NROTC (A)	0.329	1	0.329	0.231
Predominant Race of Institution (B)	1.111	1	1.111	0.782
Respondent Race (C)	13.570	1	13.570	9.547**
A x B	1.545	1	1.545	1.087
A x C	1.271	1	1.271	0.894
B x C	5.021	1	5.021	3.532
A x B x C	6.534	1	6.534	4.597*
Residual	1741.280	1225	1.421	
Effect on Attitude Toward Aspects of Navy Life ^b				
Presence of NROTC (A)	781.672	1	781.672	6.362**
Predominant Race of Institution (B)	263.825	1	263.825	2.147
Respondent Race (C)	461.931	1	461.931	3.759*
A x B	256.021	1	256.021	2.084
A x C	109.049	1	109.049	0.887
B x C	220.012	1	220.012	1.791
A x B x C	82.709	1	82.709	0.673
Residual	150521.992	1225	122.875	

^aBased on responses made on a 5-point scale, where 1 = Very negative and 5 = Very positive (Item 4, A-6).

^bBased on composite index, developed from responses to positive and negative statements on aspects of Navy life (Section IV, A-10--13).

*p < .05.

**p < .01.

Table 5
Effect of Predominant Race at Institution and Presence of
NROTC on Attitude Toward the Navy

Item	Respondent Race (C)			
	Black		White	
	Mean ^a	Number	Mean ^a	Number
Predominant Race of Institution (B)				
<u>Predominantly Black</u>				
With NROTC	3.21	323	3.94	33
No NROTC	3.32	363	3.17	6
<u>Predominantly White</u>				
With NROTC	3.39	85	3.38	124
No NROTC	3.17	133	3.53	166
Total	3.27	904	3.51	329
Presence of NROTC (A)				
With NROTC	3.25	408	3.50	157
No NROTC	3.28	496	3.52	172
Total	3.26	904	3.51	329

^aBased on responses made on a 5-point scale, where 1 = Very negative and 5 = Very positive (Item 4, A-6).

The results of the second ANOVA, which tested the effects of the three independent variables on the Navy's composite image index, reveals two significant main effects--for presence of NROTC and for respondent race. The first main effect resulted because respondents at institutions with NROTC programs perceive the Navy more positively than do those at institutions without NROTC programs ($M = 83.59$ and 81.86 respectively; $F(1, 1233) = 6.362$; $p < .01$) (untabed). The second main effect resulted because whites ascribe more positive characteristics to the Navy than do blacks ($M = 83.38$ and 82.38 respectively; $F(1, 1233) = 3.759$; $p < .05$) (untabed). These results may be interpreted as follows:

1. The hypothesis that the image of the Navy held by blacks and whites does not differ is rejected. Blacks report significantly less positive attitudes toward the Navy and Navy career aspects than do whites.

2. The hypothesis that the image of the Navy held by blacks at schools with NROTC programs does not differ from the image of those at schools without NROTC programs was supported.

3. The hypothesis that the interaction between respondent race and the pre-dominant race of an institution has no effect on the image students hold of the Navy was supported.

CONCLUSIONS

Although whites have a more positive affective orientation toward the Navy than do blacks and see it as a more desirable career option, both groups were influenced by exposure to an NROTC unit on campus. Respondents attending institutions with NROTC units ascribed a greater degree of desirable career features to the Navy than did respondents from institutions where NROTC was not available. It is quite likely that the experience of social and academic interaction with students and faculty associated with an NROTC program results in information exchange that enhances the perceived value of a career as a naval officer.

Given the Navy's recent media advertising campaigns directed toward minorities, it is encouraging to note that television and radio spots were rated highest by blacks as contributing to the way they think and feel about the Navy. Even more encouraging is the greater extent to which blacks believed that affirmative action programs have broadened opportunities for success in the Navy for minority officers. The strength of the relationship between this belief and blacks' characterizations of the Navy as a career suggests a strong linkage between the existence of effective affirmative action policies and career orientations toward the Navy. As such, a sustained visible program that provides clear opportunities for minority officer career mobility is likely to substantially enhance the career image of the Navy among blacks.

RECOMMENDATIONS

1. Existing NROTC programs at institutions with high minority representation in the student body should be strengthened and their visibility increased. This should include conducting minority-oriented campaigns to highlight opportunities at these institutions.

2. The number of NROTC programs should be increased in institutions with proportionately high black enrollments.

3. Because of the important role that television and radio advertisements play in contributing to blacks' image of the Navy, the Navy's mass media campaign directed at blacks should be continued, if not increased. It should be concentrated in the electronic media, and focus on the positive aspects of a career as a naval officer, as well as the Navy's affirmative action policies.

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APPENDIX
SURVEY QUESTIONNAIRE

[1:1-4]
[:5]

OMB-45-S78002
Exp. Date: Jan. 1979

COLLEGE STUDENT'S PERCEPTIONS OF THE MILITARY: A SURVEY

Lawrence Johnson & Associates, Inc. (LJA) in Washington, D.C. has developed this questionnaire designed to identify your attitude and feelings towards the military, a career as a military officer, and the information sources which contributed to those attitudes and feelings. Please take your time to read each question carefully. Feel free to answer all questions honestly. You are not asked to identify yourself and your answers will be kept confidential. Your cooperation is greatly appreciated.

The first section of this questionnaire asks for general demographic information and your interest in Military Officers Training Corps.

Circle the number below the response you feel is most appropriate to you. Please answer all questions. If you have additional comments, do not hesitate to write them in the space provided.

- A-2

5. Please enter an "X" in all the boxes which apply to you. You may mark one or more answers for each item.

		Army	Navy	Air Force	Coast Guard
	a. Applied to ROTC	<input type="checkbox"/> [1-15]	<input type="checkbox"/> [1-16]	<input type="checkbox"/> [1-17]	
	b. Was accepted to ROTC	<input type="checkbox"/> [1-18]	<input type="checkbox"/> [1-19]	<input type="checkbox"/> [1-20]	
	c. Was rejected by ROTC	<input type="checkbox"/> [1-21]	<input type="checkbox"/> [1-22]	<input type="checkbox"/> [1-23]	
[1-24-26] [1-27-30]	BLANK				
	d. Reasons given for rejection	_____			
	e. Applied to a military academy	<input type="checkbox"/> [1-31]	<input type="checkbox"/> [1-32]	<input type="checkbox"/> [1-33]	<input type="checkbox"/> [1-34]
	f. Was accepted to a military academy	<input type="checkbox"/> [1-35]	<input type="checkbox"/> [1-36]	<input type="checkbox"/> [1-37]	<input type="checkbox"/> [1-38]
	g. Was rejected by a military academy	<input type="checkbox"/> [1-39]	<input type="checkbox"/> [1-40]	<input type="checkbox"/> [1-41]	<input type="checkbox"/> [1-42]
[1-43-46]	h. Reasons given for rejection	_____			

6. What is your current ROTC status?

[1-47]	Currently enrolled	Enrolled but did not or will not complete	Plan to enroll	Never enrolled and do not plan to
	(1)	(2)	(3)	(4)

7. Were (are) any members of your immediate family in the military or Coast Guard?

	Yes	No
[1-48]	(1)	(2)

(If "YES" go to question 8. If "NO" go to Section II.)

8. Please check the branches of the service with which each family member was (is) associated. You may enter more than one answer for each alternative, if it is appropriate.

	Marine Corps	Army	Navy	Air Force	Coast Guard
Father	<input type="checkbox"/> [1-49]	<input type="checkbox"/> [1-50]	<input type="checkbox"/> [1-51]	<input type="checkbox"/> [1-52]	<input type="checkbox"/> [1-53]
Mother	<input type="checkbox"/> [1-54]	<input type="checkbox"/> [1-55]	<input type="checkbox"/> [1-56]	<input type="checkbox"/> [1-57]	<input type="checkbox"/> [1-58]
Brothers	<input type="checkbox"/> [1-59]	<input type="checkbox"/> [1-60]	<input type="checkbox"/> [1-61]	<input type="checkbox"/> [1-62]	<input type="checkbox"/> [1-63]
Sisters	<input type="checkbox"/> [1-64]	<input type="checkbox"/> [1-65]	<input type="checkbox"/> [1-66]	<input type="checkbox"/> [1-67]	<input type="checkbox"/> [1-68]

Section II: Information Sources

This section of the questionnaire is designed to identify the relative impact of various sources which provide information about military activity and military careers to the general public and to pre-college and college students.

1. Please rate each of the following information sources in terms of their contribution to the way you think and feel about the Navy. Enter one number, one (1) through five (5) for each of the sources.

	Little or No Contribution	1	2	3	4	5	Highly Significant Contribution
[1:69]	a. Newspaper Ads.....						
[:70]	b. Texts or courses in military science, history, etc.....						
[:71]	c. TV & radio spots.....						
[:72]	d. News reports of military activities and incidents.....						
[:73]	e. Military literature, billboards.....						
[:74]	f. Movies, comic books, T.V. shows, fiction....						

2. Using the instructions for Question 1 above, please rank the following set of information sources.

Little or No Contribution	1	2	3	4	5	Highly Significant Contribution
------------------------------	---	---	---	---	---	------------------------------------

- [:75] a. Parents, Brothers, Sisters _____
- [:76] b. Non-veteran Friends _____
- [:77] c. Veterans..... _____
- [:78] d. School Counselors _____
- [:79] e. Military Recruiters _____

3. Using the scale below, please select the number which best describes the overall attitudes or feelings about the Navy that have been conveyed by the following sources.

Very Negative	Somewhat Negative	Neutral	Somewhat Positive	Very Positive
1	2	3	4	5

- [:9] a. Parents, Brothers Sisters _____
- [:10] b. Friends _____
- [:11] c. Veterans..... _____
- [:12] d. School Counselors _____
- [:13] e. Military Recruiters _____
- [:14] f. Newspaper ads _____
- [:15] g. Texts and courses in military science, history, etc.... _____
- [:16] h. TV and radio spots _____
- [:17] i. News reports of military activities and incidents..... _____
- [:18] j. Military literature, billboards, etc..... _____
- [:19] k. Movies, comic books, T.V. shows, fiction..... _____

4. How would you rate your feelings about each of the following services of the military? Please rate each service separately. A number may be used once, more than once, or not at all.

Very Negative	Somewhat Negative	Neutral	Somewhat Positive	Very Positive
1	2	3	4	5

[2:20] Army..... ____

[:21] Navy..... ____

[:22] Air Force..... ____

[:23] Marine Corps.. ____

[:24] Coast Guard... ____

Section III

Below are statements concerning different aspects of a job or career.
For each statement, please circle the number on the scale provided that best describes how desirable to you that particular factor is in considering ANY job or career.

Very Undesirable	Somewhat Undesirable	Neutral	Somewhat Desirable	Very Desirable
1	2	3	4	5

How desirable to you are these factors in considering ANY job or career?

[2:25]	1. Job security	1	2	3	4	5
[:26]	2. Frequent job-related travel	1	2	3	4	5
[:27]	3. Respect of peers and subordinates	1	2	3	4	5
[:29]	4. High esteem of peers and subordinates	1	2	3	4	5
[:29]	5. Self determination	1	2	3	4	5
[:30]	6. An institution reputed to have a conservative political orientation	1	2	3	4	5
[:31]	7. A progressive, liberal management style	1	2	3	4	5
[:32]	8. Disciplinary action meted out fairly, regardless of race, religion or creed	1	2	3	4	5
[:33]	9. Promotions facilitated by influence of parents or relatives	1	2	3	4	5

Section III, continued

-7-

Very Undesirable	Somewhat Undesirable	Neutral	Somewhat Desirable	Very Desirable
1	2	3	4	5

How desirable to you are these factors in considering ANY job or career?

[2:34]	10. Promotions based on merit and productivity and not race nor ethnicity	1	2	3	4	5
[:35]	11. Affirmative Action Programs	1	2	3	4	5
[:36]	12. Job which develops and utilizes skills maximally	1	2	3	4	5
[:37]	13. Numerous and varied opportunities for training	1	2	3	4	5
[:38]	14. Personal fulfillment through one's job	1	2	3	4	5
[:39]	15. Meaningful and important tasks	1	2	3	4	5
[:40]	16. Good salary	1	2	3	4	5
[:41]	17. Requirement to take on difficult or dangerous jobs	1	2	3	4	5
[:42]	18. Moving around the country and world	1	2	3	4	5
[:43]	19. Confrontation with racial problems	1	2	3	4	5
[:44]	20. High incidence of crime	1	2	3	4	5
[:45]	21. Living away from people of my own kind	1	2	3	4	5
[:46]	22. Availability and use of drugs	1	2	3	4	5

Section III, continued

-8-

Very Undesirable	Somewhat Undesirable	Neutral	Somewhat Desirable	Very Desirable
1	2	3	4	5

How desirable to you are these factors in considering ANY job or career?

[2:47]	23. Promotions based primarily on hard work	1	2	3	4	5
[:48]	24. Promotions limited due to race	1	2	3	4	5
[:49]	25. Minority persons in powerful and influential positions within the organization	1	2	3	4	5
[:50]	26. Time available for family life and recreational activities	1	2	3	4	5

SECTION IV

This section of the questionnaire presents you with a series of statements which could be descriptive of the military as a career. We would like to know the extent to which you feel the statement applies to each of the branches of the military.

Using the rating scale provided, enter the number which corresponds most closely to your personal feelings. Please answer each question independently for each branch of the military.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

	ARMY	NAVY	AIR FORCE	MARINE CORPS	COAST GUARD
N 1. Officers and their families have to frequently move around the country and/or world.					
D 2. Military officers are respected by military personnel for their leadership characteristics.	[2:51]	[1:52]	[1:53]	[1:54]	[1:55]
U 3. Increased confrontation with racial problems is a fact of life for the military officer.	[1:56]	[1:57]	[1:58]	[1:59]	[1:60]
D 4. Great strides have been made in improving opportunities for success for both majority and minority officers.	[1:61]	[1:62]	[1:63]	[1:64]	[1:65]
D 5. Affirmative Action Programs broaden the opportunities for success for both majority and minority officers.	[1:66]	[1:67]	[1:68]	[1:69]	[1:70]
D 6. Getting ahead in the military is strictly a matter of working hard.	[1:71]	[1:72]	[1:73]	[1:74]	[1:75]
	[1:76]	[1:77]	[1:78]	[1:79]	[1:80]

Section IV, continued

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

		ARMY	NAVY	AIR FORCE	MARINE CORPS	COAST GUARD
N	7. The way the military is run reflects liberal progressive politics.					
		[3:10]	[1:11]	[1:12]	[1:13]	[1:14]
D	8. There are numerous and varied opportunities for training in my special area of interest.					
		[1:15]	[1:16]	[1:17]	[1:18]	[1:19]
N	9. Getting ahead as an officer is related to one's family military history or influence.					
		[1:20]	[1:21]	[1:22]	[1:23]	[1:24]
U	10. There are disproportionately few minority officers					
		[1:25]	[1:26]	[1:27]	[1:28]	[1:29]
U	11. Discrimination against minorities is an important factor limiting the rate of promotions among minority military officers.					
		[1:30]	[1:31]	[1:32]	[1:33]	[1:34]
D	12. Promotions among military officers are determined primarily by the amount of effort they put into their work.					
		[1:35]	[1:36]	[1:37]	[1:38]	[1:39]
D	13. Caucasian officers and minority officers have an equal chance for promotion, if all other factors are equal.					
		[1:40]	[1:41]	[1:42]	[1:43]	[1:44]
D	14. Job satisfaction and a sense of personal fulfillment can be obtained by military officers if they work hard at their assignments.					
		[1:45]	[1:46]	[1:47]	[1:48]	[1:49]
N	15. Travel is an integral part of an officers job.					
		[1:50]	[1:51]	[1:52]	[1:53]	[1:54]
D	16. Military officers are paid well for their work.					
		[1:55]	[1:56]	[1:57]	[1:58]	[1:59]

Section IV, continued

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree					
		1	2	3	4	5					
							ARMY	NAVY	AIR FORCE	MARINE CORPS	COAST GUARD
D	17.	As a military officer, my skills and abilities would be developed and utilized to their maximum.									
U	18.	Minority officers are relegated to unimportant jobs.					[3:60]	[1:61]	[1:62]	[1:63]	[1:64]
D	19.	Civilians hold military officers in high esteem.					[1:65]	[1:66]	[1:67]	[1:68]	[1:69]
U	20.	Self-determination and autonomy are severely curtailed for military personnel.					[1:70]	[1:71]	[1:72]	[1:73]	[1:74]
D	21.	During peace time, officers perform meaningful and important tasks.					[1:75]	[1:76]	[1:77]	[1:78]	[1:79]
N	22.	Living away from people of my own kind is a necessary part of military life.					[4:9]	[1:10]	[1:11]	[1:12]	[1:13]
U	23.	The rate of crime is higher among military personnel than among civilians.					[1:14]	[1:15]	[1:16]	[1:17]	[1:18]
D	24.	Disciplinary actions are taken against all officers and candidates equally, regardless of race, religion, or creed.					[1:19]	[1:20]	[1:21]	[1:22]	[1:23]
N	25.	Most Commanders have a conservative approach to politics.					[1:24]	[1:25]	[1:26]	[1:27]	[1:28]
							[1:29]	[1:30]	[1:31]	[1:32]	[1:33]

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

		ARMY	NAVY	AIR FORCE	MARINE CORPS	COAST GUARD
N	26. The difficulty of most of the assignments on jobs in the military may be responsible for a decline in ROTC enlistments.					
U	27. The availability and use of drugs among military personnel is greater than on the streets.	[4:34]	[1:35]	[1:36]	[1:37]	[1:38]
D	28. Military officers are better off financially than civilians with the same training in a given area of specialization.	[1:39]	[1:40]	[1:41]	[1:42]	[1:43]
D	29. Officers are able to buy the house, car, clothes, and other things they want.	[1:44]	[1:45]	[1:46]	[1:47]	[1:48]
D	30. Military personnel can be sure of keeping a job, even when the national economy is in trouble.	[1:49]	[1:50]	[1:51]	[1:52]	[1:53]
D	31. Officers have sufficient time available for leisure activities.	[1:54]	[1:55]	[1:56]	[1:57]	[1:58]
D	32. Joining ROTC is a viable alternative, given the high level of civilian unemployment.	[1:59]	[1:60]	[1:61]	[1:62]	[1:63]
		[1:64]	[1:65]	[1:66]	[1:67]	[1:68]

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